

Palomar College
ACCJC Annual Report, SLO Update 2006-07

Dear Colleague:

This 2006-2007 Annual Report Update on Student Learning Outcomes is a new addition to the Commission's annual reporting requirements. It is intended to assist you, in response to the requests the Commission has received to provide institutions with a framework of what is required for defining expected student learning outcomes, assessing learning, analyzing the assessment results, and using the results to plan and implement changes to improve learning, changes to pedagogy, facilities, etc. The 4-part template describes a framework for the process of implementing student learning outcomes requirements of the Standards. This report will provide the institution and the Commission with information about the degree of implementation since the adoption of the 2002 Standards. If you have any questions or require assistance, you may contact Deborah G. Blue, Vice President for Policy and Research at (415) 506-0234 or dblue@accjc.org.

From the ACCJC 2002 Standards
Standard I B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. See additional details in the Standards.

Standard II. Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. See additional details in the Standards.

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Foreword

In 2003, in an effort to comply with accreditation requirements and legislative imperatives, Palomar college's faculty and educational administrators elected to form a Learning Outcomes Council and Coordinating Committee (later reformulated as a Steering Committee) dedicated to the understanding and eventual implementation of Student Learning Outcomes (SLOs). These planners acknowledged that SLOs must be designed by the faculty and that the entire endeavor, while certainly and necessarily including representatives of all campus groups, must be faculty driven and must express authentic and sound educational principles. In these now almost four years, the Learning Outcomes Council has undergone transformation although the essential structure has remained the same: a council with a core planning committee. Membership has remained large. At any given time, the council has two dozen or more members, two-thirds of whom are faculty, with the other third including the college's president, two vice-presidents, director of institutional research, two deans, and representatives of the administration, classified staff, and student body.

In the current governance structure, the Learning Outcomes Council faculty co-chair reports weekly to the faculty senate, which in turn reports bi-monthly to the college's main governance council. The Learning Outcomes Council's core planning committee, now called the "Steering Committee," includes a member who concentrates on outcomes at the program level and participates in Institutional Review Committee meetings, and a member who concentrates on outcomes at the institutional level and stewards our Campus Success Projects.

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2006-2007 Institutional Annual Report Update on Student Learning Outcomes

Part I: Student Learning Outcomes for Courses

		Yes	No	Percentage (%) of all courses/ programs	Courses/Programs	Disciplines
1. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for all courses?		X	% of Courses <u>* 40</u>	List the courses for which identification of expected student learning outcomes is complete.	List the disciplines for which identification of expected student learning outcomes is complete.
<p>The Learning Outcomes Council is currently examining the course objectives listed on the official Course Outlines of Record. The objectives state in Palomar College’s Course Outlines of Record “Upon successful completion of the course, the student will be able to:…” The objectives defined on the COR speak to the knowledge, skills, and abilities a student will have acquired upon completion of a course. As such, the word “objective” appears synonymous with the ACCJC term “outcome.” Palomar’s Course Outlines of Record are inventoried in its curriculum management system, CurricUNET, which can be found at www.palomar.edu/CurricUNET.</p>						

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		Yes	No	Percentage (%) of all courses/ programs	Courses/Programs	Disciplines
2. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?		X	% of Courses <u>* 40</u>	List the courses for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.	List the disciplines for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.
<p>The official COR identifies the general multiple methods of assessment that faculty have determined to be appropriate for assessing student learning outcomes in each course. The assessment methodologies are identified on the official Course Outline of Record for each course, which can be found on CurricUNET at www.palomar.edu/CurricUNET.</p> <p>As the process has continued at Palomar College to gather data, the Instructional Planning Council added the following question to the 2005-06 Instructional Institutional Review form: <i>“Identify one learning outcome that has been incorporated in one course in the program and identify a measure determining whether the learning outcome has been achieved.”</i></p> <p>Departments provided seventy-nine (79) responses to this question. A summary of the responses is located on the college’s secure Institutional Review website. The college will provide access to this site upon request.</p>						

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		Yes	No	Percentage (%) of all courses/ programs	Courses/Programs	Disciplines
3. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses?		X	% of Courses <u>* 5</u>	List the courses for which assessment of student learning outcomes is complete.	List the disciplines in which assessment of student learning outcomes is complete for all of its courses.
<p>The college has not assessed student learning outcomes for all courses. We recognize that faculty continuously assess student learning of course objectives using varied and appropriate assessment methodologies. Since Spring 2006, members of the Learning Outcomes Steering Committee have met with over ninety percent of the academic departments and disciplines articulating the assessment cycle and encouraging on-going dialog among faculty. As a follow-up to these meetings, the steering committee distributes a cover letter and survey requesting departments and disciplines to report on activities centering on student learning outcomes. The cover letter and survey can be found at http://www.palomar.edu/learningoutcomes/default. Currently, the college is collecting information from departments and disciplines regarding their engagement of the learning outcomes cycle and their discussions of curriculum, assessment, and changes to curriculum.</p>						

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		Yes	No	Percentage (%) of all courses/ programs	Courses/Programs	Disciplines
4. Analyzing the Results of Assessment	Has the college analyzed assessment results for the student learning outcomes for all courses?		X	% of Courses <u>* 5</u>	List the courses for which analyzing assessment results for student learning outcomes is complete.	List the disciplines in which analyzing assessment results for student learning outcomes is complete.
<p>Analysis varies from discipline to discipline. It has been a continuous process for some departments and disciplines such as English, Nursing Education, and for many of the Career/Technical Education programs. In other academic departments and disciplines, it is a discussion that is currently taking place. As departments and disciplines continue this work, they submit qualitative and quantitative data to the Learning Outcomes Council.</p>						

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		Yes	No	Percentage (%) of all courses/ programs	Courses/Programs	Disciplines
5. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?		X	% of Courses * 5	List the courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.	N/A

There are on-going discussions and progress taking place among faculty, in department meetings, professional development workshops and conferences, and other college committees. Such discussions regularly provide opportunity for an exchange of ideas among faculty regarding new and varied pedagogy that may lead to the improvement of student learning. Palomar is in the process of planning and designing a significant number of new buildings in the build-out of its Facilities Master Plan. Faculty and staff are actively and eagerly engaged in this planning to ensure that the design of classrooms, labs, and other instructional areas in these new facilities will support teaching and student learning. The adoption of a new Technology Master Plan in 2006 also speaks to planned changes to improve and support the learning environment for students.

Of particular note as Palomar continues its student learning outcomes and assessment process, discussions have been initiated in the Learning Outcomes Council as well as among academic departments, in student services, and college-wide regarding ways to better support students at the “front door,” students who come under-prepared with foundational skills, and students who may benefit from an Honors Program. It is these discussions and the planning of a Student Success Center by a Basic Skills Working Group, consideration for submitting a Title V grant, and a completed survey on the prospective interest in an Honors Program that we believe will ultimately create an enhanced teaching and learning environment for faculty, students, and staff. The long-range planning and vision for integrating instructional support services and further collaboration among student service programs will enhance the opportunity for improved student learning in all curriculum areas, including basic skills, general education, transfer, and career and technical education.

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Part II: Student Learning Outcomes for Programs leading to Certificates and Degrees

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
<p>6. Defining Expected Student Learning Outcomes</p>	<p>Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?</p>		X	<p>% of Programs <u>* 0</u></p>	<p>List the certificate and degree programs for which identification of expected student learning outcomes is complete.</p>
<p>For many academic and career/technical programs, the program objectives/outcomes leading to a degree or certificate are stated in the college catalog. As courses are revised or new courses are developed, the program outcomes for the degree or certificate are also updated. With regard to academic programs or disciplines that are in the general education category, the outcomes of these programs are subject to the scrutiny of Title 5 requirements and are aligned for articulation to four-year institutions. Examples of program learning outcomes for certificates and degrees can be found in the 2006-07 catalog at www.palomar.edu/catalog.</p>					

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		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
7. Mapping Programmatic Student Learning Outcomes to Courses	Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?		X	% of Programs <u>* 0</u>	List the certificate/degree programs for which mapping expected programmatic student learning outcomes to all the courses required to complete the certificate/degree program is complete.

We are interpreting “mapping” to mean sequential curriculum, which is to say that the knowledge, skills, and abilities students learn in one course define the foundation, the prerequisites, for the next course. Using this definition, the mapping of program student learning outcomes varies from department to department depending upon their curriculum. As we state in Question #2 above, in the 2005-06 Institutional Review process, a number of departments identified programmatic learning outcomes. Examples of this data can be found in the catalog (www.palomar.edu/catalog), in CurricUNET (www.palomar.edu/CurricUNET) and in Course Outlines of Record Prerequisite Validations.

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		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
8. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where appropriate?		X	% of Programs * <u>0</u>	List the programs for which identification of appropriate assessment methodologies for courses required to complete the certificate/degree is complete.

In some programs and disciplines, the assessment methodologies developed for capstone courses clearly serve as summative assessments of student learning outcomes. Such courses include Psychology 230, Research Methods in Psychology; Chemistry 220/221, Organic Chemistry; English 202, Critical Thinking and Composition or English 203, Critical Thinking and Composition Through Literature; and Music 220, Applied Music. For programs with external accreditation, licensing, and certification requirements, appropriate assessment methodologies and summative assessments are also clearly defined. Such programs include Nursing Education, Dental Assisting, Emergency Medical Education, Basic Police Academy and Fire Technology. In addition, the curriculum development process requires a Course Outline of Record that identifies and validates prerequisites for sequential curriculum as well as general multiple methods of assessment that faculty can use for determining student learning outcomes.

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		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
9. Assessing Student Learning Outcomes	Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?		X	% of Programs <u>* 0</u>	List the certificate/degree programs for which assessment of expected student learning outcomes for all courses required to complete the certificate/degree program is complete.
<p>The college has not assessed student learning outcomes for all courses required to complete a certificate or degree program. We recognize that faculty continuously assess student learning of course and program objectives using varied and appropriate assessment methodologies. Since Spring 2006, members of the Learning Outcomes Steering Committee have met with over ninety percent of the academic departments and disciplines articulating the assessment cycle and encouraging on-going dialog among faculty. As a follow-up to these meetings, the steering committee distributes a cover letter and survey requesting departments and disciplines to report on activities centering on student learning outcomes. The cover letter and survey can be found at http://www.palomar.edu/learningoutcomes/default. Currently, the college is collecting information from departments and disciplines regarding their engagement of the learning outcomes cycle and their discussions of curriculum, assessment, and changes to curriculum.</p>					

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		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
10. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?		X	% of Programs <u>* 0</u>	List the certificate/degree programs for which analyzing assessment results for the expected student learning outcomes is complete.
<p>Analysis varies from discipline to discipline. It has been a continuous process for some departments and disciplines such as English, Nursing Education, and for many of the Career/Technical Education programs. In other academic departments and disciplines, it is a discussion that is currently taking place. As departments and disciplines continue this work, they submit qualitative and quantitative data to the Learning Outcomes Council.</p> <p>In addition, analysis of several cohort studies tracking student success in English, Mathematics, Reading, and English as a Second Language has driven our discussions and plans to address “front door” issues, under-prepared students, and students who could benefit from an Honors Program. Currently, we are researching existing “student success centers” that integrate instructional support services and are in the beginning stages of developing such a center on our campus. We believe this center and its integrated services will have a long-term positive effect on student learning.</p>					

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		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
11. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?		X	% of Programs * <u>0</u>	List the certificate/degree programs for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.
<p>There are on-going discussions and progress taking place among faculty, in department meetings, professional development workshops and conferences, and other college committees. Such discussions regularly provide opportunity for an exchange of ideas among faculty regarding new and varied pedagogy that may lead to the improvement of student learning. Palomar is in the process of planning and designing a significant number of new buildings in the build-out of its Facilities Master Plan. Faculty and staff are actively and eagerly engaged in this planning to ensure that the design of classrooms, labs, and other instructional areas in these new facilities will support teaching and student learning. The adoption of a new Technology Master Plan in 2006 also speaks to planned changes to improve and support the learning environment for students.</p> <p>Of particular note as Palomar continues its student learning outcomes and assessment process, discussions have been initiated in the Learning Outcomes Council as well as among academic departments, in student services, and college-wide regarding ways to better support students at the “front door,” students who come under-prepared with foundational skills, and students who may benefit from an Honors Program. It is these discussions and the planning of a Student Success Center by a Basic Skills Working Group, consideration for submitting a Title V grant, and a completed survey on the prospective interest in an Honors Program that we believe will ultimately create an enhanced teaching and learning environment for faculty, students, and staff. The long-range planning and vision for integrating instructional support services and further collaboration among student service programs will enhance the opportunity for improved student learning in all curriculum areas, including basic skills, general education, transfer, and career and technical education.</p>					

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Part III: Student Learning Outcomes for General Education

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
12. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for general education?		X	** % of Courses <u>* 0</u> ** Definition and clarification on this question is requested.	List the general education courses for which identification of expected student learning outcomes is complete.

Palomar is operating by the general education learning outcomes identified in Standard II, 3.a,b,c of the 2002 Accreditation Standards. These major areas of knowledge, including the humanities and fine arts, the natural sciences, and the social sciences are reflected in the requirements for completing an associate degree at Palomar. The official Course Outlines of Record include the general education competencies of written communication and critical analysis/logical thinking. A sub-group of the Curriculum Committee is researching options for addressing the general education competency of computer literacy. In addition, Library faculty have identified learning outcomes for information competency.

As a result of discussions in the Learning Outcomes Council, in Fall 2005 Palomar launched its “Campus Explorations” college-wide teaching and learning initiative. In this initiative, faculty explore and enhance the general education competencies of students through designated classes and weekly seminars. In 2005-06, the theme was “Ethics,” in 2006-07, the theme was “Work and Poverty,” and in 2007-08, the theme will be “Impacts of Technology.” As this initiative continues, we will identify ways to gather data on the benefits of these learning opportunities. Also, we will continue to explore integrating other general education competencies into the classroom and into other college-wide learning experiences.

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
13. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?		X	** % of Courses * 0 ** Definition and clarification on this question is requested.	List the general education courses for which mapping expected student learning outcomes to the expected general education student learning outcomes is complete.

We embrace the opportunity to integrate general education competencies into curriculum as well as into the student learning experience in instructional support services and student services. Through the curriculum process we have defined the general education student learning outcomes for associate degrees and transfer as described in Section 6: Graduation and Transfer Information of the college catalog (www.palomar.edu/catalog). As we continue our process of studying student learning outcomes and assessment, we will further examine how we map general education student learning outcomes to all courses and experiences.

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
14. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?		X	** % of Courses * 0 ** Definition and clarification on this question is requested.	List the general education courses for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
<p>The official Course Outlines of Record identify the general multiple methods of assessment that faculty have determined to be appropriate for assessing student learning outcomes in each general education course. The Course Outlines of Record for each course can be found on CurricUNET at www.palomar.edu/CurricUNET.</p>					

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
15. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses in general education?		X	** % of Courses * 0 ** Definition and clarification on this question is requested.	List the general education courses for which assessment of expected student learning outcomes is complete.
<p>The college has not assessed student learning outcomes for all courses in general education. We recognize that faculty continuously assess student learning of course objectives using varied and appropriate assessment methodologies. Since Spring 2006, members of the Learning Outcomes Steering Committee have met with over ninety percent of the academic departments and disciplines articulating the assessment cycle and encouraging on-going dialog among faculty. As a follow-up to these meetings, the steering committee distributes a cover letter and survey requesting departments and disciplines to report on activities centering on student learning outcomes. The cover letter and survey can be found at http://www.palomar.edu/learningoutcomes/default. Currently, the college is collecting information from departments and disciplines regarding their engagement of the learning outcomes cycle and their discussions of curriculum, assessment, and changes to curriculum.</p>					

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
16. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses in general education?		X	** % of Courses <u>* 0</u> ** Definition and clarification on this question is requested.	List the general education courses for which analyzing assessment results for the defined expected student learning outcomes is complete.
<p>Analysis varies from discipline to discipline. It has been a continuous process for some departments and disciplines such as English, Nursing Education, and for many of the Career/Technical Education programs. In other academic departments and disciplines, it is a discussion that is currently taking place. As departments and disciplines continue this work, they submit qualitative and quantitative data to the Learning Outcomes Council.</p>					

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
<p>17. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</p>	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?</p>		X	<p>% of Courses <u>* 0</u></p>	<p>List the general education courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.</p>
<p>There are on-going discussions and progress taking place among faculty, in department meetings, professional development workshops and conferences, and other college committees. Such discussions regularly provide opportunity for an exchange of ideas among faculty regarding new and varied pedagogy that may lead to the improvement of student learning. Palomar is in the process of planning and designing a significant number of new buildings in the build-out of its Facilities Master Plan. Faculty and staff are actively and eagerly engaged in this planning to ensure that the design of classrooms, labs, and other instructional areas in these new facilities will support teaching and student learning. The adoption of a new Technology Master Plan in 2006 also speaks to planned changes to improve and support the learning environment for students.</p> <p>Of particular note as Palomar continues its student learning outcomes and assessment process, discussions have been initiated in the Learning Outcomes Council as well as among academic departments, in student services, and college-wide regarding ways to better support students at the “front door,” students who come under-prepared with foundational skills, and students who may benefit from an Honors Program. It is these discussions and the planning of a Student Success Center by a Basic Skills Working Group, consideration for submitting a Title V grant, and a completed survey on the prospective interest in an Honors Program that we believe will ultimately create an enhanced teaching and learning environment for faculty, students, and staff. The long-range planning and vision for integrating instructional support services and further collaboration among student service programs will enhance the opportunity for improved student learning in all curriculum areas, including basic skills, general education, transfer, and career and technical education.</p>					

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Part IV: Student Learning Outcomes for Instructional Support and Student Support Services

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
18. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring, etc.) ?		X	% of Instructional Support Courses or other experiences * <u>10</u>	List the instructional support courses or other experiences for which identification of expected student learning outcomes is complete.
	Has the college defined expected student learning outcomes for student support services?		X	% of Student Support Services Courses or other experiences * <u>33</u>	List the student support services courses or other experiences for which identification of expected student learning outcomes is complete.
<p>Faculty and staff in instructional support departments are at various stages of defining student learning outcomes. Library faculty have defined the information competency learning outcomes expected of students upon completion of a library orientation session. The Tutoring Center has been tracking the success of students who complete tutoring sessions in conjunction with particular courses. As the process continues, instructional support areas such as tutoring will develop student learning outcomes.</p> <p>Departments that provide student support services are at various stages of defining student learning outcomes. Departments that have completed initial student learning outcomes for their support services include Counseling, the Transfer Center, the Career Center, and Assessment.</p>					

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
19. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?		X	% of Instructional Support Courses or other experiences * 0	List the instructional support services courses or other learning experiences for which mapping expected instructional support student learning outcomes is complete.
	Has the college mapped expected student support services student learning outcomes to all the courses and other experiences (i.e., co-curricular, service learning, etc.)?		X	% of Student Support Services Courses or other experiences * 33	List the student support services courses or other learning experiences for which mapping expected student support services student learning outcomes is complete.
<p>We have not yet mapped instructional support student learning outcomes to courses and other experiences.</p> <p>The departments/services in Counseling, the Transfer Center, the Career Center, and Assessment have completed some initial mapping to the general education life-long learner competencies.</p>					

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
20. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences?		X	% of Instructional Support Courses or other experiences <u>* 0</u>	List the instructional support courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?		X	% of Student Support Services Courses or other experiences <u>* 33</u>	List the student support services courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
<p>Library, tutoring, and supplemental instruction faculty develop and approve instructional support courses using the curriculum process. The Course Outlines of Record include appropriate general assessment methodologies.</p> <p>Counseling Services, the Transfer Center, the Career Center, and the Assessment office have identified initial methods of assessment for the expected learning outcomes.</p>					

* While assessments of student learning outcomes are being conducted in every course and classroom, as they have always been, we are reporting only where such percentage is currently supported by publicly reported data and/or evidence beyond grades and transcripts. We continue to develop and define an appropriate process to systematically collect a broader array of data and evidence.

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
21. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses or other experiences in instructional support?		X	% of Courses or other experiences in Instructional Support <u>* 0</u>	List the instructional support courses or other learning experiences for which assessment of expected student learning outcomes is complete.
	Has the college assessed student learning outcomes for all courses or other experiences in student support services?		X	% of Courses or other experiences in Student Support Services <u>* 33</u>	List the student support services courses or other learning experiences for which assessment of expected student learning outcomes is complete.
<p>The college has not assessed student learning outcomes for all courses or other experiences in instructional support. We recognize that the faculty and the support staff in these areas are at various stages of this process. As they complete this work we will collect documentation.</p> <p>The college has not assessed student learning outcomes for all courses or other experiences in student support services. The Tutoring Center has been tracking the success of students who complete tutoring sessions in conjunction with particular courses. We recognize that the faculty and the support staff in these areas are at various stages of this process. As they complete this work we will collect documentation.</p>					

* While assessments of student learning outcomes are being conducted in every course and classroom, as they have always been, we are reporting only where such percentage is currently supported by publicly reported data and/or evidence beyond grades and transcripts. We continue to develop and define an appropriate process to systematically collect a broader array of data and evidence.

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Part IV: Student Learning Outcomes for Instructional Support and Student Support Services

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
22. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses or other learning experiences in instructional support?		X	% of Courses or other learning experiences in instructional support? <u>* 0</u>	List the instructional support courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.
	Has the college analyzed assessment results for all courses or other learning experiences in student support services?		X	% of Courses or other learning experiences in student support services? <u>* 33</u>	List the student support services courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete
<p>The college has not analyzed assessment results for all courses or other learning experiences in instructional support.</p> <p>Counseling Services has analyzed assessment results in a variety of ways and will be implementing an “Early Acceptance Program” commencing with Fall 2007 registration of high school graduates.</p>					

* While assessments of student learning outcomes are being conducted in every course and classroom, as they have always been, we are reporting only where such percentage is currently supported by publicly reported data and/or evidence beyond grades and transcripts. We continue to develop and define an appropriate process to systematically collect a broader array of data and evidence.

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences?		X	% of Courses or other learning experiences in Instructional Support? <u>* 0</u>	List the instructional support courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.
	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses or other learning experiences?		X	% of Courses or other learning experiences in Student Support Services? <u>* 28</u>	List the student support services courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented
<p>As stated in our responses to Questions #5, #11, and #17, we believe our implementation of the Facilities Master Plan and progress toward a student success center will enhance student learning outcomes in all areas of the college, including instructional support and student support services.</p> <p>As stated in our responses to Questions #5, #11, and #17, we believe our implementation of the Facilities Master Plan and progress toward a student success center will enhance student learning outcomes in all areas of the college, including instructional support and student support services.</p>					

* While assessments of student learning outcomes are being conducted in every course and classroom, as they have always been, we are reporting only where such percentage is currently supported by publicly reported data and/or evidence beyond grades and transcripts. We continue to develop and define an appropriate process to systematically collect a broader array of data and evidence.